ACCELERATING STUDENT ACHIEVEMENT

Central Academy- Ann Arbor, MI

Dr. Luay Shalabi – Principal

Meghan Bryan – 1st Grade Teacher

Kristen Nagle – HS Math Teacher

Jaana Terhune-ESL Coordinator/Teacher

Tahani Dari-Counselor/Assessment Coordinator

About us…

Central Academy opened its doors to students in 1996, serving Pre-K through 12th grade, and is a member of the Global Educational Excellence (GEE) family of Academies. We focus on developing the whole student by offering strong character education, an excellent group of certified teachers and a family-like environment.

Assess Your Target Population

- Demographics
- Values and Interests
- Education & Literacy
- Social & Economic Status

Multicultural Realm

- Staff Orientation
  - Cultural Awareness
- Population Values: Family & Relationships
  - Creating a family like environment
  - Establishing & maintaining a positive staff/student relationship
- Linking Content to Culture

Social/Personal Realm

Emphasis on Character/IB Traits

- Student of the month
- Monthly Character Education Newsletter
- Excel Skills Activities related to Character/IB Traits

Advocacy

- Educating Parents/student on their choices, responsibilities and rights

Empowering Students

- Peer to Peer Mentorship

Mentoring Program

- Teacher to Student or/and Counselor to Student

What is Excel Skills?

Monday	Tuesday	Wednesday	Thursday	Friday
Character Ed • Example: Activity on respect	Study Hall • Focusing on at-risk students • Peer tutoring	Foundational/Life Skills • Critical thinking • Reading strategies	Study Hall • Focusing on at-risk students • Peer tutoring	Study Hall or Mentoring • Focusing on at-risk students • Peer tutoring OR • Relationship building activities every other week

Student Academic Realm

Peer to Peer Tutoring

Individual Student Plans

- Action Plan
- Grade/Behavior Progress Chart

Weekly Grades Report

Mentoring Program

- Teacher to Student or/and Counselor to Student

Grades Report 2012 - 2013

Central Academy
2461 S. Industrial Highway
Ann Arbor, MI 48104-6129
Principal Dr. Luay Shalabi (734)822-1100

Grades Report

Student	Class	Teacher	Q1
[redacted]	English 8 Year	Smith	E
	Pre-Algebra Year	Woolcock	E
	Integrated Science 8	Milks	E
	Arabic MSYear	Haffar	E
[redacted]	English 8 Year	Smith	E
[redacted]	Arabic MSYear	Haffar	E

We ensure high-quality instruction is occurring in classrooms through the following methods:

Teacher Academic Realm

Time spent in classrooms	Modeling lessons
Co-planning and co-teaching	Observing lessons
Teacher Observation	Providing feedback
Understanding data	Understanding curriculum
Atlas Curriculum Mapping program	Creating professional development to meet the needs of our student population
Instructional Coaches	Teacher meetings

Data Informed Instruction

- Encouraging teacher self-questioning:
  Did students learn what I taught?
- Tracking data
- Using data on a daily basis
- Understanding all types of data
- Triangulating data to increase student achievement

Sample Data Chart

7 A	MEAP	MEAP	MEAP			
First Name	Reading	Math	Social Studies	WIDA/ESL		
Taha				5.9		
May						
Dhuha				3.9		
Iya				4.3		
Basima						
Fatima				5.4		
Hana						
Beneen				3.4		

Sample WIDA Report by Domain

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions 100 200 300 400 500 600	Proficiency Level (Possible 1.0 - 6.0)
Listening	361	324|---♦--|398	3.8
Speaking	435	379|-----♦-----|491	6.0
Reading	358	337|-♦-|379	3.5
Writing	332	316|-♦|348	2.8
Oral Language[A]	398	370|-◊--|426	5.6
Literacy[B]	345	330|◊-|360	3.0
Comprehension[C]	359	336|-◊--|382	3.6
Overall Score[D] (Composite)	361	347|-◊|375	3.8

Student Groups

Science and Technical Subjects Grades 6-8 — Can Do Name Chart--READING

Adapted from WIDA Consortium Can Do Descriptors by Dearborn Public Schools ELL Department

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, if applicable • Make sound/symbol/word relations • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts--compare/contrast with Venn diagram or double-bubble • Find details that support main idea • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	**CCSS Reading Standards for Literacy in Science and Technical Subjects 6-8: Key Ideas and Details** 1. Cite specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Students' Names	Haneen Abdullah Ikram	Melak Areej	Karrar Roberto Jamila	Mario Fatima Yahya	Amina Mohammed A Zainab	

Principal's Data Team Summary Report

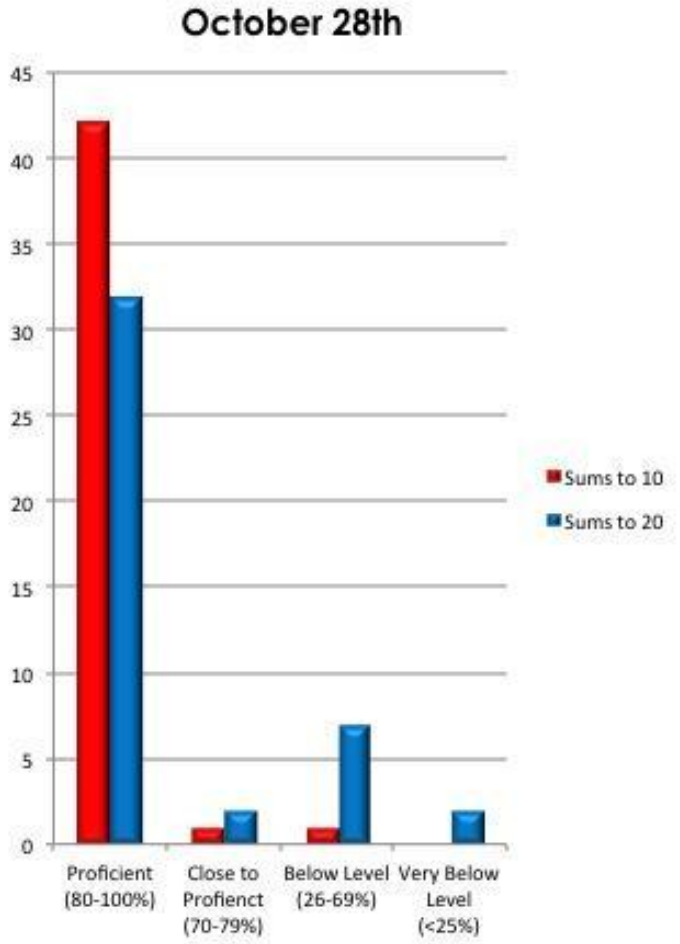
Data Team Leader	Grade Level	Cycle	Post-test Proficiency %	Post -test Proficiency % (not doing strategy)	Difference in Proficiency -/+ %	Instructional Strategies	Assessment Method	
Mr. Meyer	6th – Math	4 months	100 % (7/7)	50 % (1/2)	+ 50 %	RIT range Study island differentiation	NWEA	
Mr. Meyer	7th – Math	4 months	100 % (8/8)	100 % (2/2)	0%	RIT range Study island differentiation	NWEA	
Mr. Meyer	8th – Math	4 months	100 % (6/6)	50 % (1/2)	+ 50 %	RIT range Study island differentiation	NWEA	
Mr. Woolcock	9th - Math	4 months	88% (8/9)	33 % (1/3)	+ 55 %	RIT range Study island differentiation	NWEA	
Mrs. Nagle	9th - Math	4 months	0 % (0/3)	50 % (1/2)	- 50%	RIT range Study island differentiation	NWEA	
Mrs. Nagle	10th - Math	4 months	60 % (3/5)	43 % (3/7)	+ 17%	RIT range Study island differentiation	NWEA	
Mrs. Nagle	11th - Math	4 months	89 % (8/9)	60 % (3/5)	+ 29%	RIT range Study island differentiation	NWEA	
Total			85% (40/47)	52 % (12/23)	+33 %			

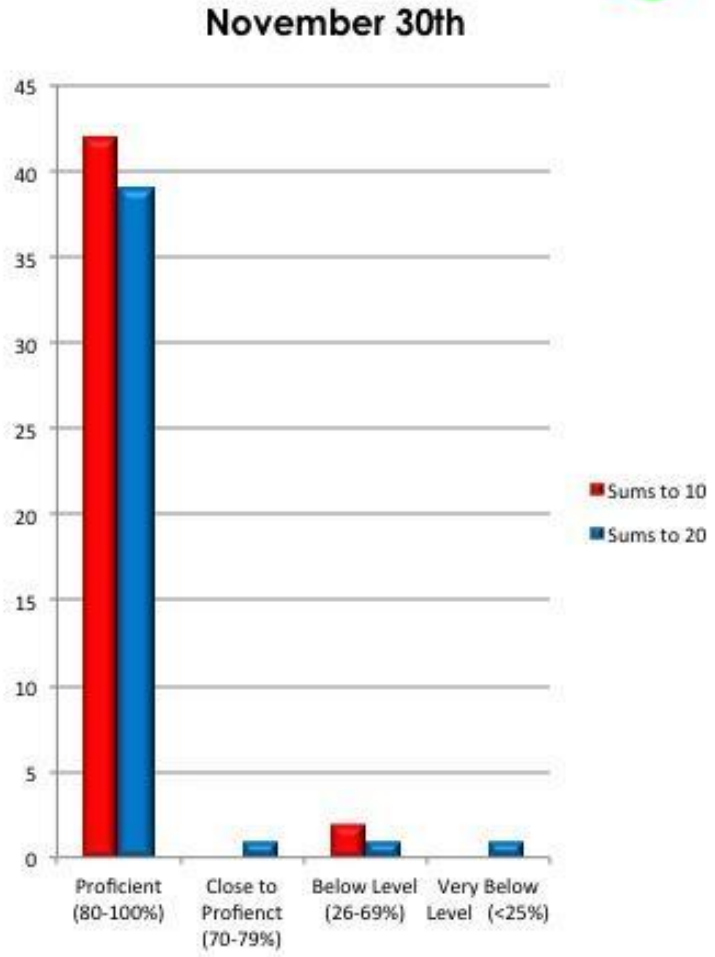
Elementary Data Team

Data Results Example

Grade 3

2 mins.





DIFFERENTIATION IS KEY

Have you heard this?

Individualized Instruction

- Use data to identify gaps in our students' understandings and drive instruction
  - We use data from both formal and informal assessments
- Address specific needs of students
- Develop and create our own activities which address student needs
  - Our school allows us freedom with our curriculum
- Use small group and individual instruction as much as possible

SIOP Instruction

- Create experiences for students so that they can **build background knowledge**.
- Focus on **vocabulary**
  - Don't assume that student understand common or simple vocabulary
  - Use word walls for all subjects
- Provide the students with **authentic learning opportunities** to encourage *making connections* and *building background knowledge.*

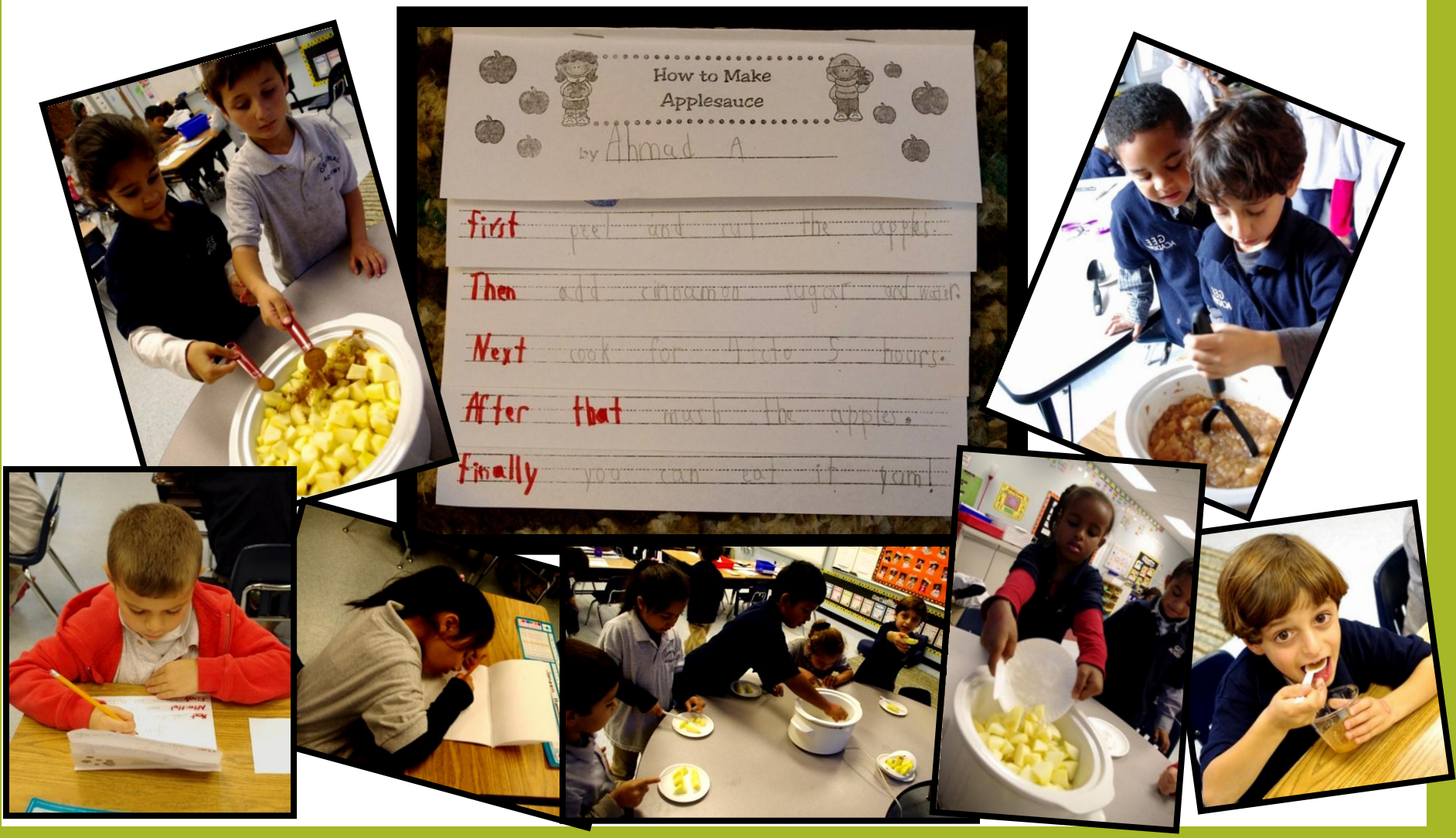
How to support ELL students?

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

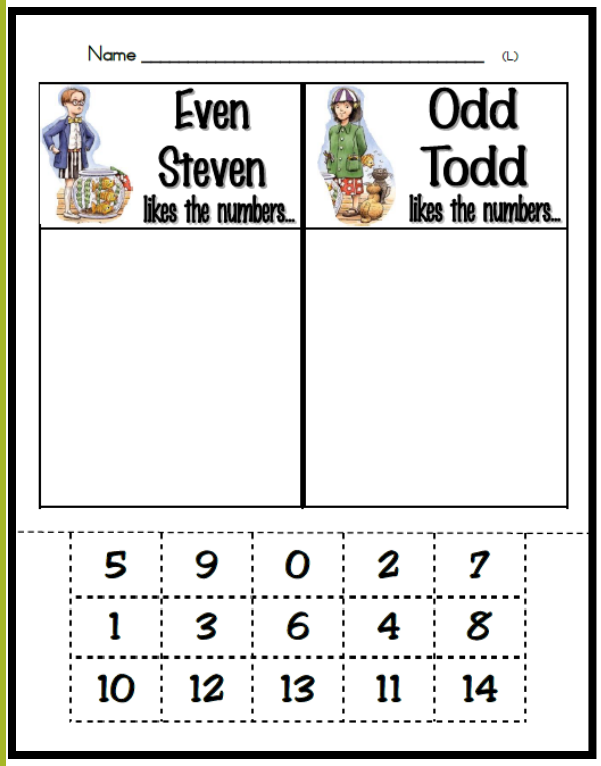
Authentic Learning

- Making apple sauce and connecting it to writing.

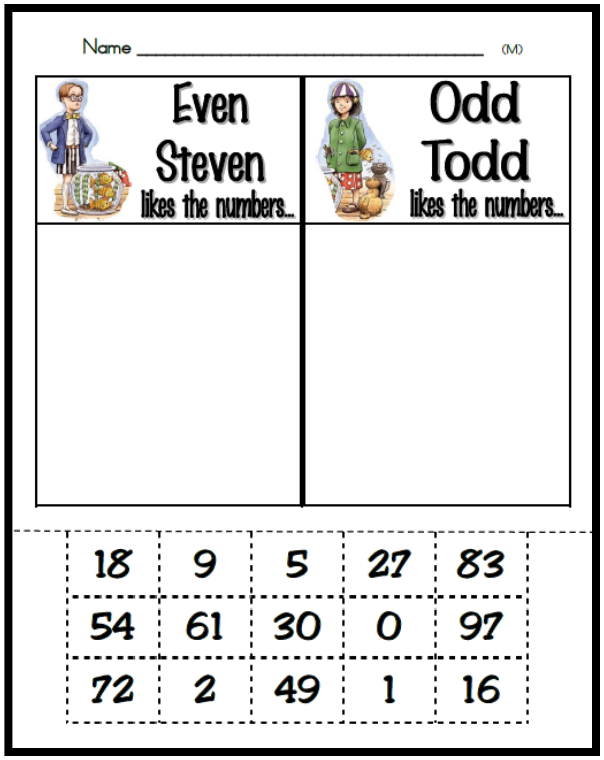


What does differentiation look like at our school?

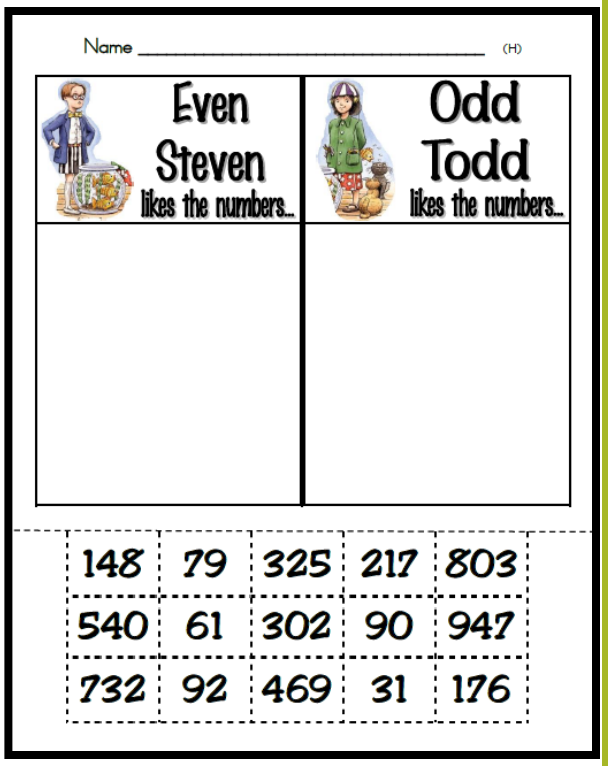
- Math in **first grade** classroom:



Completed in a small group



Completed with some assistance



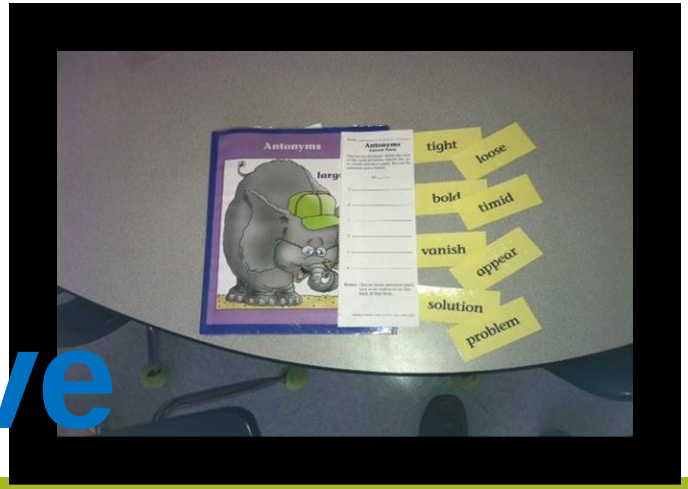
Completed independently

What does differentiation look like in 3rd Grade?

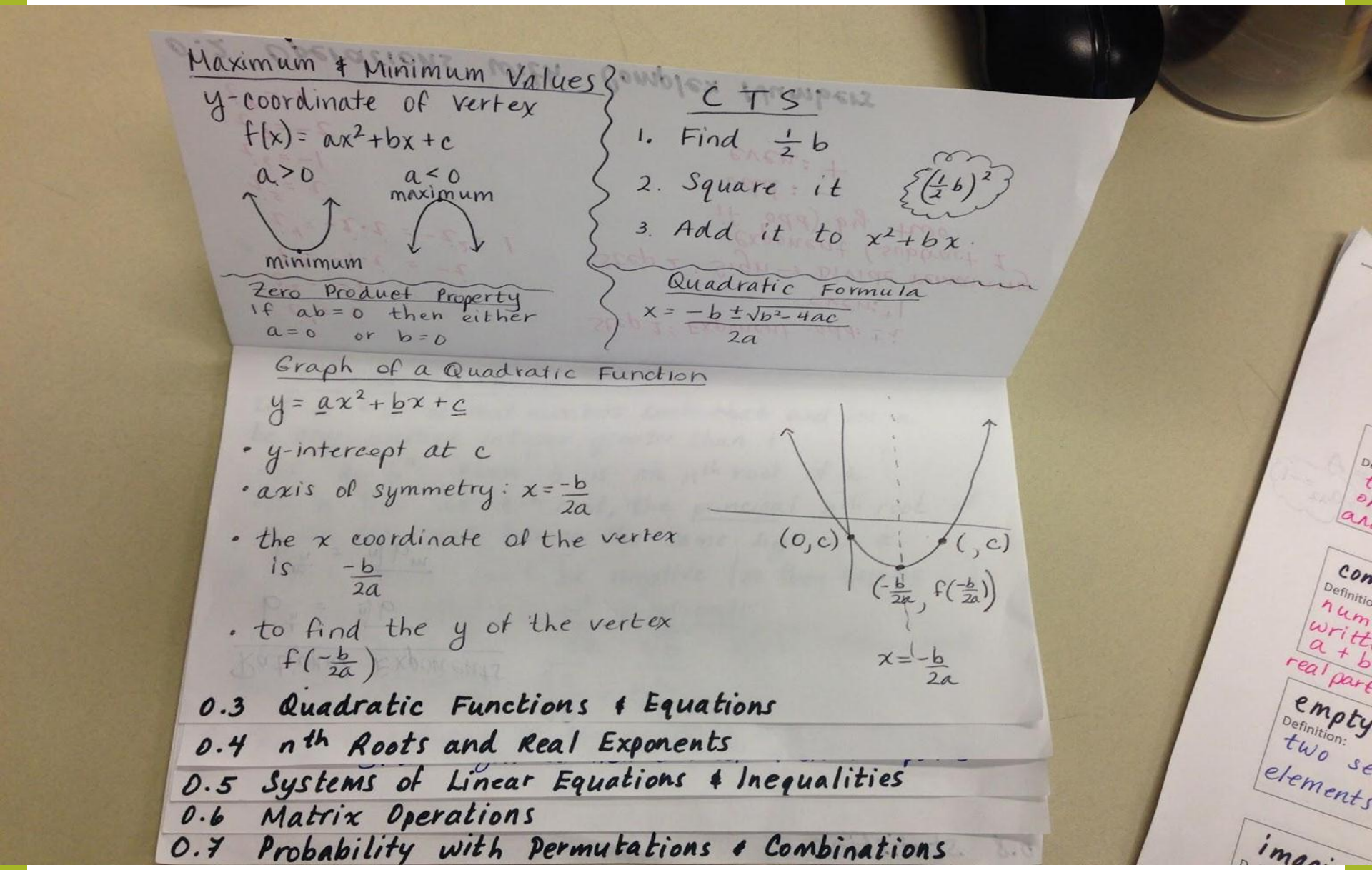
Below

At-Level

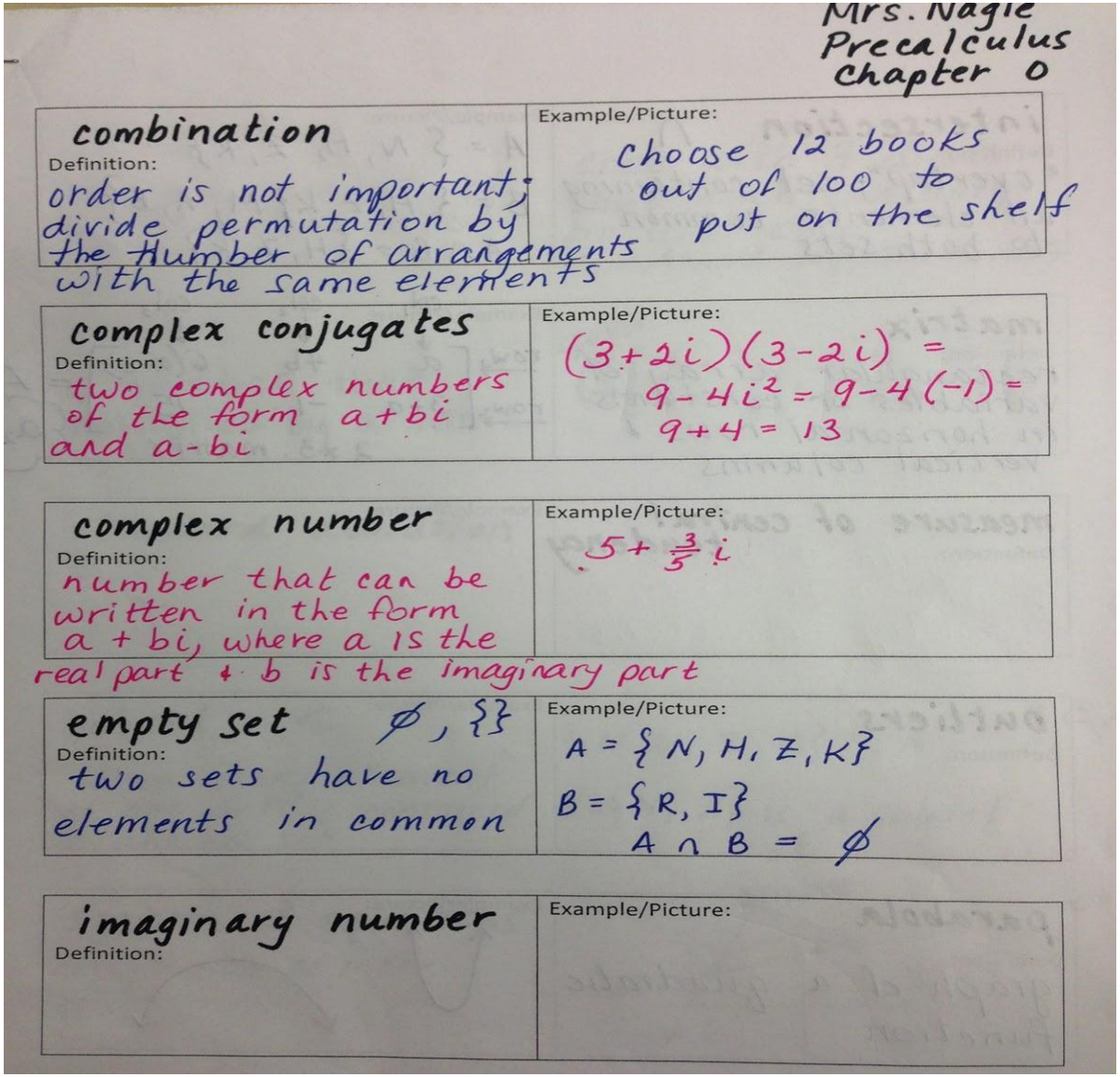
Above



Concept books



Vocabulary Cards



Mrs. Nagle
Precalculus
Chapter 0

combination

Definition:
order is not important; divide permutation by the number of arrangements with the same elements

Example/Picture:
Choose 12 books out of 100 to put on the shelf

complex conjugates

Definition:
two complex numbers of the form $a+bi$ and $a-bi$

Example/Picture:
$(3+2i)(3-2i) =$
$9-4i^2 = 9-4(-1) =$
$9+4 = 13$

complex number

Definition:
number that can be written in the form $a+bi$, where a is the real part & b is the imaginary part

Example/Picture:
$5+\frac{3}{5}i$

empty set $\emptyset$, $\{\}$

Definition:
two sets have no elements in common

Example/Picture:
$A = \{N, H, Z, K\}$
$B = \{R, I\}$
$A \cap B = \emptyset$

imaginary number

Definition:

Example/Picture:

Questions???

Contact us!!

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terhunej@gee-edu.com

References

Empowering Minority Students: A Framework for Intervention - Harvard Educational Review

Data wise: A step-by-step guide to using assessment results to improve teaching and learning. **Citation**: Boudett, K.P., City, E.A., & Murnane, R.J. (Eds.). (2005).

American School Counseling National Model 2005

CAN DO Name Charts:
http://www.michigan.gov/mde/0,4615,7-140-6530_30334_40078-321021--,00.html

WIDA website further information:
http://www.wida.us/